Correspondence of WIDA English Language Development Standards and the Common Core State Standards for English Language Arts

Introduction

What these documents are:

- These documents show correspondences between the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and the Common Core State Standards in English language arts.

- WIDA is a consortium of 30 states (including New Hampshire) and the District of Columbia that have all adopted the same English language development standards and assessments.

Format of the documents:

- The WIDA English Language Development Standards for English language arts consist of Model Performance Indicators (MPIs) at each of five different levels of language proficiency.

- Each MPI suggests a task that students at a particular level of language proficiency should be able to do to show achievement of a particular subject area standard.

- These documents consist of five WIDA-style MPIs (one for each of the five language proficiency levels) that correspond to selected Common Core State Standards.

- The model performance indicators were written by groups of New Hampshire ESOL and mainstream teachers through a federal Title III Professional Development grant to UNH Manchester.

Suggestions for using the documents:

- Mainstream teachers can use these documents to help understand what can be expected from ESOL students at various levels of language proficiency, and to guide the assessment of students' progress toward meeting Common Core State Standards in English language arts.

- ESOL teachers can use the alignments to help understand what ESOL students are expected to know in English language arts, and to guide the assessment of their progress toward meeting ELA Common Core State Standards.

Important considerations:

- The documents are not curricula or programs of study; they are tools to be used in designing on-going classroom assessment of ESOL students.

- The MPIs are models that should be adapted as needed to meet individual teachers' and students' needs.

- Because the MPIs are geared to different levels of English language proficiency, it is essential to know students' proficiency levels (that information should be available in students' records or from their ESOL teacher).

- It is assumed that the knowledge and skills required to complete the tasks given in these MPIs have been previously taught, using teaching strategies appropriate for ESOL students.

- If WIDA MPIs are not included for a particular standard, or for a particular grade level, you can adapt related MPIs, or create new ones following the same model.

- Leveled texts are essential for teaching and assessing ESOL students' progress in English language arts, especially at lower proficiency levels. Leveling for language proficiency is not the same as leveling for reading ability, so mainstream language arts teachers should contact an ESOL teacher for help in procuring appropriate texts.

Grade 1 Model Performance Indicators that Correspond to the Common Core State Standards for Reading Literature

Key Ideas and Details

CC.1.R.L.1   *Key Ideas and Details: Ask and answer questions about key details in a text.*

Level 1 Entering	Point to pictures in a leveled, illustrated text that has been read aloud, to respond to questions about key details in the text.
Level 2 Emerging	Answer questions about key details in a leveled, illustrated text that has been read aloud by pointing to words or short phrases that give the answer.
Level 3 Developing	Ask and answer questions about a leveled text and has been read aloud and discussed, with a partner.
Level 4 Expanding	Ask and answer questions about key details in a leveled text.

Level 5 Bridging	Ask and answer questions about key details in a grade-level text.

CC.1.R.L.2 *Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.*

Level 1 Entering	Sequence pictures to retell the story of a leveled, illustrated text that has been read aloud.
Level 2 Emerging	Sequence pictures to retell the story of a leveled, illustrated text that has been read aloud; then retell the story, based on the pictures, using short phrases.
Level 3 Developing	Discuss in a small group they key details and central message of a leveled story; then retell the story, including the key details and central message or lesson.
Level 4 Expanding	Retell the story from a leveled text, including the key details and central message or lesson.
Level 5 Bridging	Retell the story from a grade-level text, including the key details and central message or lesson.

CC.1.R.L.3 *Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.*

(These MPIs focus on describing characters. Use similar MPIs to assess descriptions of settings and major events.)

Level 1 Entering	Point to a picture of a main character in a leveled story read aloud by the teacher.
Level 2 Emerging	Draw a picture of a character from a leveled story read aloud by the teacher, showing details about the character.
Level 3 Developing	Describe, in a small group discussion, the characters of a leveled story, including key details.
Level 4 Expanding	Describe the characters in a leveled text, including key details.
Level 5 Bridging	Describe the characters in a grade-level text, including key details.

Craft and Structure

CC.1.R.L.4 *Craft and Structure: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*

Level 1 Entering	Match pictures of faces showing various feelings to corresponding word cards, with a partner (e.g., match a sad face with a card showing the word *sad).*
Level 2 Emerging	Identify the feelings shown on pictures of faces by choosing an appropriate word from a word bank, with a partner.
Level 3 Developing	Identify words and phrases in leveled stories or poems that suggest feelings or appeal to the senses, with a partner.
Level 4 Expanding	Identify words and phrases in leveled stories or poems that suggest feelings or appeal to the senses, individually.

Level 5 Bridging	Identify words and phrases in grade-level stories or poems that suggest feelings or appeal to the senses.

CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

(No WIDA MPIs developed.

CC.1.R.L.6 Craft and Structure: Identify who is telling the story at various points in a text

Level 1 Entering	Choose from a set of character picture cards the character that is telling a simple story that has been read aloud by the teacher.
Level 2 Emerging	Choose from a set of character picture cards the character that is telling a leveled, illustrated story that has been read independently.
Level 3 Developing	Identify who is telling the story at various points in a leveled text, with a partner.
Level 4 Expanding	Identify who is telling the story at various points in a leveled text, independently.
Level 5 Bridging	Identify who is telling the story at various points in a grade-level text, independently.

Integration of Knowledge and Ideas

CC.1.R.L.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.

(These MPIs focus on events; use similar MPIs to assess characters or setting.)

Level 1 Entering	Listen as the teacher reads aloud and discusses an illustrated leveled text; then identify an event described by the teacher in very simple oral language, by pointing to a picture in the text.
Level 2 Emerging	Draw a picture of an event from an illustrated, leveled text that has been read aloud and discussed, and describe the event using short phrases.
Level 3 Developing	Describe in a small group discussion the events from a leveled story, using illustrations and key details.
Level 4 Expanding	Use illustrations and details in a leveled story to describe events from the story.
Level 5 Bridging	Use illustrations and details in a grade-level story to describe events from the story.

CC.1.R.L.8 (Not applicable to literature.)

CC.1.R.L.9 *Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.*

Level 1 Entering	Sort pairs of pictures from illustrated versions of the same fairy tale from different cultures (e.g., European and Chinese versions of *Cinderella),* putting pictures that treat the topic or events the same in one pile, and pictures that treat them differently in another pile, with a partner (stories should be previously read aloud and discussed).
Level 2 Emerging	Label pairs of pictures from illustrated versions of the same fairy tale from different cultures (e.g., European and Chinese versions of *Cinderella)* as *same* or *different*, with a partner (stories should be previously read aloud and discussed).
Level 3 Developing	Complete a Venn diagram to compare and contrast similar themes and topics in literature from different cultures, in a small group; then orally summarize the information on the diagram.
Level 4 Expanding	Complete a Venn diagram to compare and contrast similar themes and topics in literature from different cultures, with a partner; then independently write a summary of information on the diagram.
Level 5 Bridging	Complete a Venn diagram to compare and contrast similar themes and topics in literature from different cultures; then write a summary of information on the diagram.

Range of Reading and Level of Text Complexity

CC.1.R.L.10 *Range of Reading and Level of Text Complexity: With prompting and support, read prose and poetry of appropriate complexity for grade 1.*

(No WIDA MPIs developed.)